



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Individual Content Area Program Review

PROTOCOL

to be used for non-spa content area reviews only

Content Program Review Process

Following are the step-by-step directions for submission of program documents to the Office of Educator Licensing and Development.

Definitions

New Licensure Program is a program that has been approved by the State Superintendent 1-2 years prior to program review. Due to insufficient data, a new program will not be reviewed. Instead, the institution should include in its exhibits for Standard 1 a copy of the “new program approval letter” from the State Superintendent for verification.

Pedagogical Knowledge is the general concepts, theories, and research about effective teaching, regardless of content areas. (NCATE Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education, 2001)

Professional Knowledge is the historical, economic, sociological, philosophical, and psychological understandings of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching. (NCATE Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education, 2001)

Program Completer is a person who has met all of the requirements of a state-approved teacher preparation program.

Teacher Education Course is defined as a teacher education course required of all candidates (e.g., foundations of education, diversity issues, classroom management, and general pedagogy.)

Programs that will not be reviewed by the state include:

1. New programs with less than 2 years of data will not be reviewed. A statement regarding the new program status must be included in Document #2.
2. A **dormant** program that has had no graduates in the last three years.
3. If a program will be closed within **one year** after the program review date, this program does not need to be reviewed. At the time of the program review, the Division of Educator Licensing/Development will need a letter from the Dean/Chair stating when this program is to be removed from the institution’s “Approved Programs” list.

GENERAL DIRECTIONS

All program information must be submitted electronically in a MS Word or PDF document.

SECTION A

Context

1. Brief overview of the program and/or description any institutional policies which may impact this application.

Content Curriculum Section

1. Submit a copy of the advising sheet (e.g., curriculum guide, program sheet) describing this program.
2. Course descriptions
 - Submit a listing of content courses and descriptions for this content area, OR
 - Submit an online link to a course catalog with direct link to content course pages or a listing of those pages.
3. Submit syllabi for all required courses for this content area. Please submit as an appendix or attachment to the program review document.
4. Submit a Faculty Chart for all faculty members responsible for a course listed in the Content Standards Matrix. Please submit as an appendix or attachment to the program review document. Below is a sample format:

Faculty Member	Highest Degree, Field,	Assignment: Indicate the	Faculty Rank	Tenure Track	Scholarship, Leadership in Professional	Teaching or Other Professional
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Name	and University	role of the faculty member			Associations, and/or Service: List up to 3 major contributions in the past 3 years.	Experience in P-12 Settings
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SECTION B

Content Standards Matrix Section

1. Submit a matrix of courses aligned to appropriate standards that documents how they are addressed and assessed. Standards and indicators should be included in documentation. Matrix documentation needs to be at the micro, not the macro level indicating how all standards and substandards are being addressed and assessed. Please note, General Education courses only need to be included if they impact specific content standards. Below is a sample matrix:

Standard English/L Arts	Gen Ed		Education Professional Courses			Content Specific Courses		
	Com 200	Psy 200	Ed 101	Ed 201	Ed 450	Eng 341	Eng 342	Eng 343
1.1		3				4, 6		T
1.2	1		1,2,4	T		8	1,2	
1.3		2,6	7		8		1,2	3
1.4	3			3				2

Performance Assessment Examples: (1) test, (2) paper, (3) project, (4) portfolio artifact, (5) lab, (6) lesson plan, (7) field experience, (8) other, (T) standard is addressed but not assessed

SECTION C

Program Field Experiences

1. Submit a chart showing the relationship among the program's courses and the field experiences provided for all candidates.

Please use this chart format:

Course #/Title or Program Requirement	Purpose of Field Experience	Number of required hours in P-12 classroom	Candidate required tasks

SECTION D

Assessment Data Section

1. Submit aggregated program assessment data for at least two applications of the assessment. You must include assessments of the five types listed below. Each assessment must have information regarding the following three things:
 - a. The assessment instrument or a complete description of the assessment
 - b. The scoring guide
 - c. Aggregated data derived from the assessment

Detailed information on the components of this section:

Guidelines on Assessment

Adapted from NCATE SPA Materials

An assessment is an evaluated activity or requirement by which a program determines that specific outcomes or standards have been mastered by a candidate. A program is limited to 5 “key” assessments. It must be required that all candidates have taken these assessments. Due to the limitation on the number of assessments, it is expected that these key assessments would be comprehensive.

A single key assessment could include several components, or ‘sub-assessments.’ For example, an assessment of candidate impact on student learning could include a pre-test, unit plan, implementation of unit plan, post-test and reflection. Each of these components may be evaluated and scored individually, with a final score computed from the sub-scores. The elementary education program report, in another example, requires assessments in the areas of mathematics, English, science and social studies for its assessments on content and on lesson planning. In most cases, it would be necessary to combine several individual assessments for each of these final key assessments.

It is also possible that a major comprehensive assessment like a portfolio may include several in-depth assessments including evaluations of content knowledge, lesson planning, and student teaching. In this case, it would be appropriate to use the different components of the portfolio as separate assessments.

The submission of any assessment will include the following three pieces of information: (1) the assessment instrument or a complete description of the assessment, (2) the scoring guide (e.g., rubrics, checklist, etc.) for the assessment, and (3) aggregated data derived from the assessment. If any of the assessments used are part of a larger assessment, please include a copy of the overall assessment as an appendix for context. For example, to document a candidate’s ability to plan instruction (assessment #3) you may use part of a comprehensive portfolio. Please include a copy of the comprehensive assessment as an appendix to help provide context.

Required Forms of Assessment: All programs are required to include assessments of the following five types.

Assessment #1: State Licensure Test:

Licensure test data must reflect the percentage of candidates who have passed the state licensure test for each year over the past two academic years, including the most recent year. The most recent year of data should include the total scores and, if possible, sub-scores on the licensure test. Data must be presented for all program completers, even if there were fewer than 10 test takers in a given year. A Title II, state, or test agency report may be submitted as a scanned attachment, as long as those reports present data as specified above. If the program’s state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge.

Assessment #2: Content Assessment

The program is required to have a second assessment that is primarily focused on content knowledge. Content area grade point average, comprehensive institutional assessment and/or other assessment can be used to meet this standard. Please provide at least two applications of data.

Assessment # 3: Assessment of Candidate Ability to Plan Instruction

The program is required to provide an assessment instrument that demonstrates a candidate's ability to plan as appropriate to his/her discipline. For most initial teacher preparation programs, the most typical example is a unit of instruction, although other types of assessments are acceptable. For other school professionals, this assessment should be one appropriate to the discipline. Please provide at least two applications of data.

Assessment #4: Clinical Practice Assessment

Generic student teaching/internship evaluations (those used by all programs in a unit) will not necessarily provide direct evidence of meeting content area specific standards. Faculty have several options to ensure that these kinds of unit-wide assessments are appropriate for program review. For example, program faculty could develop an addition to a generic student teaching/internship evaluation that does evaluate the candidate on appropriate content area standards. Faculty could also code elements in the unit-wide assessment with the specific content area standards that are addressed by the item and, in the narrative, provide a rationale for how these items are evaluated in practice to ensure that content area standards are addressed. A third option is to use a content area specific assessment completed during a pre-student teaching practicum.

Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, participate in education-related community events, interact with families of students, attend school board meetings, and assist teachers or other school professionals prior to clinical practice. Both field experiences and clinical practice reflect the unit's conceptual framework and help candidates continue to develop the content, professional and pedagogical knowledge, skills and dispositions delineated in standards. Clinical practice allows candidates to use information technology to support teaching and learning. Clinical practice is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing. Please provide at least two applications of data.

Assessment #5: Candidate Impact on Student Learning or on Providing a Supportive Environment for Student Learning

NCATE published a paper on the essential components of an assessment that addresses candidate impact on student learning and has provided several examples. This paper (summarized in *Quality Teaching*, Fall 2004, available on the NCATE web site) outlines four elements that could be included in such an assessment. The essential feature of this evidence is a cluster of activities or performances in which the candidate:

- Undertakes a diagnosis (a pre-test) or P-12 student learning in some area he or she will teach;
- Plans an appropriate sequence of instruction to advance P-12 student learning, and teaches in ways that engage P-12 students who bring differing background knowledge and learning needs;
- Conducts some concluding assessment (or post-test); documents that student learning has occurred, or has not; and reflects on changes in teaching that might have improved the results.

Please provide at least two applications of data.

Please note:

- Submit candidate data only for those candidates formally admitted to the teacher education program or candidates who return to add a Rules 2002 license area to an existing license.
- **IMPORTANT:** To maintain privacy of candidates do not submit data linked to specific candidate names or ID numbers.

SECTION E

Use of Data for Program Improvement

1. Submit a description (narrative or bulleted format) of how data have been used for specific program changes over the past 3 years. This information may be contained in a “history of change” document.
2. Submit a summary statement about what your unit has learned relative to your understanding of the aggregated content program assessment data.

Revised August 2011